

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

1. Demonstrate correct basic grammar usage in controlled situations, in both oral (signed) and written communication in the target language
2. Demonstrate basic aural comprehension by responding appropriately to spoken questions, statements and prompts in the target language
3. Demonstrate more advanced skills in critical thinking at upper levels of the target language
4. Appreciate cultural differences among peoples and understand issues from a variety of perspectives
5. Succeed in cross-cultural or global interactions
6. In optimal situations, students will participate in study abroad immersion experiences and interdisciplinary global studies courses in other departments

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

1. Our SLOs demonstrate the existence of a high quality of instruction within a rich curricular diversity of language disciplines and courses.
2. Our SLOs indicate that our courses all articulate in the appropriate manner to four-year institutions, for the benefit of students
3. Our SLOs describe how our students have new access to technology through the development of the Language and Culture Lab (LC 150); this has given them to a new "supportive learning environment where they can most likely fulfill their personal and professional goals and expectations."
4. The creation of the Study Abroad Program in 2006 by the Modern Languages Program has lead to new promotion and marketing opportunities for College of Marin and an ability to reach out to new and different students
5. The Modern Languages Department has adopted new scheduling strategies to attract new student markets. In the future, this will become the basis of a possible partnership with K-12 schools in Marin, to better serve all students within limited resources county-wide.
6. Four of the six disciplines (Spanish, French, Italian, and Japanese) in Modern Languages offer the complete lower division sequence leading to the declaration of a major at an undergraduate institution. This is not only highly prestigious for the College, it also serves as a recruitment device for new students.
7. As such, the College of Marin is a leader in the County in credit modern language education which is transferable to both public and private sector four-year colleges and universities.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

1. The student retention and success rates of all of our six language disciplines are determined by how a student measures up to the standards/SLOs defined in the course syllabus.
2. The standards/SLOs may require that a student pass a discipline-wide final exam or be graded by rubrics in a writing assignment. Application of the standards/SLOs will determine how many students are passing the class and being awarded certain levels of grades, and thus how many are being retained and/or succeeding in the course.
3. The student retention and success rates of our individual disciplines are also measured against statewide rates in those disciplines to achieve comparative data.
2. There is an additional challenge, however, to increase the retention and success rates of our Modern Languages Department combined disciplines to match those at Foothill, DeAnza, and Lake Tahoe community colleges. These rank the highest in retention and success data Statewide and are often cited as models among community colleges for instruction in modern languages.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

1. A.A. degrees
2. Students transferring in the discipline or in related disciplines to four year schools
3. Students completing study abroad or immersion experiences
4. Tabulation of numbers of high school students taking modern languages at COM and for which reasons

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

1. Upgrading facilities to include smart classrooms for all Modern Languages classes
2. Upgrading technology in Language Lab to stay competitive with labs in high schools
3. Increase in unit allocation to offer a credit course in new, high-demand area

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